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ABSTRACT

This pamphlet is intended to aid Iowa career education specialists, counselors, and teachers in implementing the career education component of their school district's multicultural, nonsexist education plans. The first section contains definitions of terms relating to curriculum development in general and career education in particular. Discussed next are the rationale and philosophy of nonsexist, multicultural career education. The third section contains excerpts from the Iowa Code that address the concept of nonsexist, multicultural career education. Outlined next are the four goals of nonsexist, multicultural career education (helping students develop positive and realistic self-concepts regardless of race, sex, cultural background, or disability; understand the contributions to society that have been made by members of both sexes and by individuals belonging to each of the other groups defined in this pamphlet; develop positive interpersonal and intergroup communication techniques and relationships; and understand that all human beings share common needs, feelings, and problems). A self-evaluation checklist is provided for teachers to ensure that their own career education program is being implemented in a manner consistent with the nonsexist and multicultural approach that has been mandated by the Iowa Code. Concluding the guide are annotated lists of 37 resource materials and 13 resource organizations that would be helpful to individuals teaching a nonsexist, multicultural career education curriculum. (MN)

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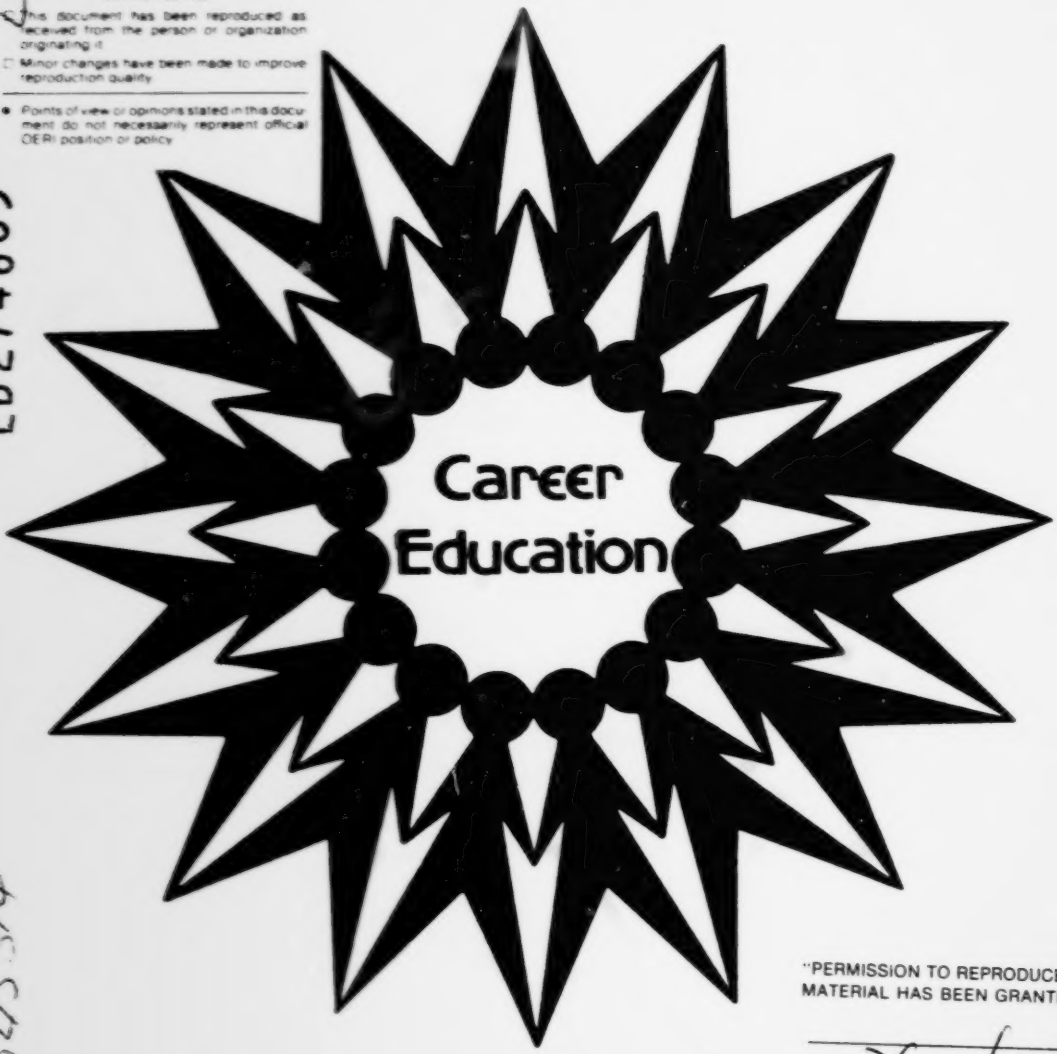

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Table of Contents

This pamphlet is for career education specialists, counselors and all educators who are integrating career education components into their educational programs. It is intended as an aid in implementing the career education component of their school districts' multicultural, nonsexist education plans.

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1986

Definitions

1. **Multicultural Education**: Educational processes that promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian Americans, Black Americans, Hispanic Americans, American Indians and the handicapped. The educational program shall be characterized by practices that provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.
2. **Nonsexist Education**: Educational processes that foster knowledge, respect and appreciation for the historical and contemporary contributions of men and women to society, as well as educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices that provide equal opportunity to both sexes.
3. **Ethnocentric**: From the point of view of one's own ethnic group.
4. **Male-centric**: From the male point of view.
5. **Eurocentric**: From the European or Euro-American point of view.
6. **Multicentric**: From several points of view.
7. **Curriculum Structure**: Administrative processes and decisions that have an impact on the career education program. They include such things as scheduling practices, staff assignments, site selection, physical facilities, student placement and access.
8. **Curriculum Content**: The concepts, processes, facts and values that are taught in the career education program.
9. **Instructional Materials**: The physical artifacts used during the teaching process in the career education program.
10. **Teaching Strategies**: The methods, manner and approaches the instructor uses in the career education program.
11. **Career Education**:
    Student: Career education means all activities and experiences through which students prepare themselves for work and for personal fulfillment in the pursuit of a career.
    School: Career education means structuring learning experiences to ensure the development, appreciation, attitudes, values, skills and adjustment to changes related to career development.
    Community: Career education is involvement in the educational process of home, business, industry, arts and humanities to form a "community" approach to career development and self fulfillment.
12. **Iowa Career Education Model**: The Iowa career education model provides the necessary structure for looking at career education from kindergarten through grade 12. It is a framework for implementing career education in a sensible, systematic way. The model is a K-12 organization of seven domains with 14 strands and corresponding objectives. Essential elements of the model include the development of positive self concepts, attitudes and values, appropriate work habits, and basic education, economic, human relations and job performance skills. The model is available from the Career Awareness and Exploration Section of the Iowa Department of Education.

Rationale and Philosophy

It is important for students to see themselves reflected in their school environment, whether it be in the curriculum, bulletin boards, instructional materials or staff membership. This is important for students regardless of their sex, race, national origin or disability. When students see themselves reflected in their school curriculum and programs, they tend to be more highly motivated and this leads to higher achievement. Students who do not see their contributions, perspectives and needs reflected often feel alienated from the educational process and may soon question their own worth.

It is equally important that students see the contributions, perspectives and needs of the disabled, diverse racial/cultural groups, and the other sex reflected in the school curriculum and programs. Students who are not exposed to other groups through direct contact or indirectly through their curriculum often develop an inflated sense of self or group superiority (the "we did it all" syndrome). This can lead to patronizing attitudes toward other groups, as well as more serious ethnocentrism, racism, sexism or handicappism in adulthood. Students who see the contributions, perspectives and needs of other groups reflected in their curriculum are less apt to accept stereotypes about those groups in later life. The school environment and programs play an important role in developing healthy intergroup and interpersonal attitudes and relations.

The traditional school curriculum has been heavily influenced by the melting pot theory. This theory states that the many ethnic groups in the United States should be molded into a common group called "Americans" with similar customs, values and language patterns. Cultural diversity has been depicted as a source of division and conflict rather than a source of past, present and future richness, creativity and strength. This pressure toward conformity led to the suppression of many native and immigrant cultural patterns, and to the exclusion in the curriculum of the contributions and perspectives of women, minority groups, the disabled and even southern and eastern European immigrants. The result was a curriculum in which many citizens did not see themselves or other groups reflected.

The preceding concepts apply to all elements of the educational program, but they have special implications for career education. In a highly work-oriented society such as the United States, career education is one key to unlocking the doors to many stimulating and rewarding occupations. Ours is also a society where there has been a high degree of sex-typing and race-typing in jobs or careers. This is one major reason for the large income gap that exists between white Americans and Americans of color and between men and women in America.

One of the objectives of career education is to expand the horizons of all students regardless of their race, sex, national origin or disability. If these vestiges of job stereotypes are to be eliminated in the next generation of Americans, it is necessary that the structure, content, instructional materials and teaching strategies of the career education program reflect cultural and racial diversity, the interests of both sexes, and the disabled. All students must see potential for themselves in their academic study. If they do not, their motivation and achievement will progressively lessen.

Self-concept development is a key part of a career education program. Before selecting a compatible career, a person must know themself physically, mentally, socially and emotionally. Race, national origin, sex and disability are such an integral part of that identity that it is important that they be dealt with during this self-concept development. Students must feel comfortable with the realities of their racial, sexual and physical condition. They should be helped to understand how sexism, racism and handicappism have limited the horizons of females, minorities and the disabled. At the same time they should understand that such discrimination is no longer

accepted or legal in American society and that they should be encouraged to reach for the sky in terms of career and life aspirations. All students should be encouraged to become all that they can become regardless of their sex, race, national origin and disability.

Introducing and exploring the work world is another key element of a career education program. Students must learn to understand and appreciate work, labor market information, the value of the worker, educational training opportunities, the role of work and the worker in society, and the career cluster concept. Historically, different groups have been compensated differently for their labor. Minority groups and the disabled have often been relegated to the most menial jobs or faced open discrimination in the world of work. Women have been given conflicting messages about work outside the home. It is not surprising, considering personal, cultural and family experiences, that people would view the world of work from many different perspectives. It is important that the career education curriculum convey the message that meaningful labor for which one is reasonably and fairly compensated is necessary for the fulfillment of all human beings regardless of their sex, race, disability or national origin. The value of the work done should not be measured by the race, sex, national origin or disability of the worker. There are no longer women's jobs or men's jobs in today's world, including homemaking. When this message is conveyed and accepted by all, comparable worth will become a moot issue.

The career education program must also help students understand how they might "fit" into this world of work. They must clearly understand the implications of their academic decisions on their future career options. For many students, especially young women, minorities and the handicapped, this understanding comes too late and the doors to many rewarding careers are closed.

The career education program should expose all students to the broad range of careers and lifestyles open to them regardless of their race, national origin, sex or disability. This requires instructional materials, teaching/counseling practices and resource persons that reflect cultural diversity and sex equity while teaching students about every career cluster in our work world. Not to do so is to narrow the horizons of many students, the complete antithesis of career education.

The *Iowa Code* makes only two requirements that apply to the whole school curriculum. The first is that multicultural, nonsexist approaches, content and materials be used in all subject areas. The second is that career education be integrated into all subject areas at all levels. Both are integrally linked to what education is all about: helping individuals develop to their fullest capacity along the lines of their desires and interests. It is very important that all curriculum resource guides and course outlines include objectives and content related to careers and affective equity issues in addition to cognitive skills.

A number of ingredients are necessary to successfully implement multicultural, nonsexist education and career education programs. They are:

i. The knowledge and understanding of the goals and domains of career education and multicultural, nonsexist education.
ii. An understanding of the curriculum infusion process.
iii. Administrative support for the concepts of career education and multicultural, nonsexist education.
iv. Availability of resources for multicultural, nonsexist education and career education.
v. A monitoring and evaluation process for the implementation of both programs.
vi. A commitment to quality instruction through career education and multicultural, nonsexist education.

If one or more of these ingredients is missing, the viability of the program will be threatened.

Career education and multicultural, nonsexist education are the jobs of every educator regardless of whether they are mathematics teachers, counselors, social studies teachers, administrators or physical education teachers. We must always remember that equity and excellence are inextricably linked. We cannot achieve excellence in education without equity.

The Legal Authority

Multicultural, Nonsexist Education

Iowa Code
(Section 257.25, Paragraph 1)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 670—3.5 (257)

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The Plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location, as evidence of compliance with the provision of the law.

3.5(5) The multicultural, nonsexist educational plan shall include:

(1) Specific goals and objectives with implementation timelines for each component of the educational program;

(2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;

(3) Evidence of systematic input by men and women, minority groups, and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;

(4) A description of the periodic, on-going system to monitor and evaluate the plan.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purpose; suggested instructional activities, materials, and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex and/or cultural-racial stereotyping exists in instructional materials it shall be brought to the attention of the students; and supplementary material shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

**Effective date of rule: July 16, 1979. Plan to be implemented by July 16, 1985.*

Career Education

Iowa Code (Section 280.9)

Career Education: The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and co-curricular teaching - learning experiences from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. However, career education does not mean a separate vocational-technical program is required. A vocational-technical program includes units or partial units in subjects which have as their purpose to equip students with marketable skills.

Essential elements in career education shall include but not be limited to:

1. Awareness of self in relation to others and the needs of society.
2. Exploration of employment opportunities and experience in personal decision making.
3. Experiences which will help students to integrate work values and work skills into their lives.

Goals and Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of career education programs. They should be visible in the goals and objectives of all curriculum guides, course outlines and daily lesson plans. The following four goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to career education. Activities related to the objectives should be integrated into each grade level of the career education program.

Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objective A: The students will explore their own personal and group identities in order to develop positive but realistic perceptions of themselves in relation to their physical, social and work environments. (This exploration should include racial, ethnic, sex and disability identities.)

Objective B: The students shall explore their personal and cultural values and their relationship to careers and the world of work.

Objective C: The students will explore ways in which sexism in language may convey stereotypes about specific careers and career clusters. They will become familiar with multicultural, sex-fair job and career titles.

Goal 2:

To help students understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of career roles and lifestyles regardless of their sex, race, cultural heritage or disability.

Objective A: Students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, both women and men, and the disabled have made within each career cluster they examine.

Objective B: Students will become familiar with a broad range of career clusters and lifestyles regardless of their sex, race, national origin or disability.

Objective C: Students will acquire an understanding of how the involvement and perspectives of diverse racial/cultural groups, both men and women, and the disabled in each profession or career cluster enriches and strengthens the services provided by that profession or career cluster.

Goal 3:

To help students understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are social phenomena.

Objective A: Students will understand that meaningful work for which one is fairly reasonably compensated is necessary for the fulfillment of all human beings, regardless of their sex, race, national origin or disability.

Objective B: Students will explore how racism, sexism and handicappism have limited job opportunities, career choices and life alternatives for individuals because of their race, sex, national origin or disability.

Objective C: Students will examine stereotypes about specific careers or career clusters and understand how such stereotypes unjustly narrow the horizons of many Americans.

Goal 4:

To help students develop positive interpersonal and intergroup communication techniques, as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human relations depend on increased intergroup and interpersonal communications, understanding and cooperation.

Objective A: Students will demonstrate the ability to work comfortably and fairly with both males and females, individuals of diverse racial/cultural groups, and the disabled in a group problem-solving activities.

Objective B: Students will demonstrate a knowledge of civil rights laws as they apply to the world of work as well as the rights and responsibilities of the employer and employee under those laws.

Objective C: Students will be motivated to become actively involved in the elimination of racial, ethnic, sex or disability discrimination in the work place in their future roles as either employee or employer.

A Self-Evaluation Checklist

The *Iowa Code* currently requires that multicultural, nonsexist approaches be used in all school programs. Use this checklist as a general guide when looking at the career education components in the school curriculum, K-12.

The answers to some of the questions in Section A may be rather obvious in some school districts. They are asked because the make-up of the instructional staff and the classroom student population have major implications for the strategies used in the multicultural, nonsexist career education program. Districts with heavily stereotyped staffing patterns (example: All male administrators, all white staffs, all female elementary teachers, all male coaches) give built-in negative messages to students about what they can or should do with their lives. The same is true of districts where there is a high degree of sex-typing in course enrollments (80 percent or more of one sex) or minimal integration of special education students. Such conditions are not compatible with either equity or excellence in educational programs. Districts where such conditions exist should have short- and long-range plans for employment and scheduling to minimize this stereotyping and isolation.

A. Curriculum Structure

1. Are there diverse role models:
   (male-female, diverse racial/cultural groups and the disabled)
   represented on the district's staff? Yes____ No____

   Administration Yes____ No____

   Certified Instructional Staff Yes____ No____

   Classified Support Staff Yes____ No____

   a. If the answer to question #1 is no, what caused this to happen? Are there long-range strategies for changing this pattern? Yes____ No____

   b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist career education objectives?

2. Are there diverse student enrollments (both sexes, diverse racial/cultural groups and special education students) in all course and curriculum areas in the district? Yes____ No____

   a. If no, in which courses (curriculum areas) do enrollments exhibit signs of sex-typing,racial/cultural isolation or lack of integration of special education students?

Sex	Race/National Origin	Disability
_____	_____	_____
_____	_____	_____
_____	_____	_____

b. What impact do these enrollment patterns have on the implementation of multicultural, nonsexist and career education programs?

3. Are scheduling practices being used which may contribute to sex-typed enrollments (80 percent or more of one sex), racial isolation or isolation of special education students? Yes____ No____

4. Are all course titles:
   a. Descriptive of the content of the course? Yes____ No____

   b. Devoid of language that would imply they are more appropriate for one sex, particular racial/cultural groups or the handicapped? Yes____ No____

5. Are course and program descriptions which appear in registration handbooks accurate, up-to-date and written in sex-fair language? Yes____ No____

6. Are courses one semester in length? (One semester courses allow for greater student flexibility.) Yes____ No____

7. Has there been meaningful, on-going interaction between the teaching staff and the person who has responsibility for implementing the multicultural, nonsexist education plan? Yes____ No____

8. Has inservice on multicultural, nonsexist approaches to various curriculum areas been provided for all staff members? Yes____ No____

9. Has inservice on integrating career education concepts into all curriculum areas been provided for staff members? Yes____ No____

10. Has someone been assigned the responsibility of seeing that multicultural, nonsexist and career education concepts are integrated into curriculum resource guides and programs? Yes____ No____

11. Have district administrators visibly incorporated educational equity concepts into staff and program evaluation procedures? Yes____ No____

12. Is there an active, on-going multicultural, nonsexist advisory committee in the district? Yes____ No____

13. Are there required sex-integrated exploratory programs in grades six through nine?

Home Economics Yes____ No____ Indust. Arts Yes____ No____

Computer Literacy Yes____ No____ Foreign Lang. Yes____ No____

14. Have prerequisites for upper-level courses been examined to ensure that they do not unnecessarily exclude some students? Yes____ No____

15. Are there diverse role models (male and female, diverse cultures/races, the disabled) on the counseling staff? Yes____ No____

16. Are adequate records kept by counselors to determine if both males and females, diverse racial/cultural groups and the disabled are being equitably served? Yes____ No____

17. Are brochures disseminated through the counselor's office free of stereotyping on the basis of sex, race, national origin or disability? Yes____ No____

18. Is data collected in follow-up studies on graduates disaggregated by race, sex and disability to determine if the needs of all students are being met by the current educational program? Yes____ No____

19. Do all student, staff and parent handbooks as well as the high school registration handbooks include:

    a. The school's non-discrimination policy? Yes____ No____

    b. The identity, work address and the phone number of the educational equity coordinator? Yes____ No____

    c. Information on the civil rights grievance procedure? Yes____ No____

20. Are there objectives for career education in the district's multicultural, nonsexist education plan? Yes____ No____

21. Do vocational education advisory councils/ committees include a balance of men and women, minority representatives and the disabled? Yes____ No____

B. Curriculum Content

1. Are multicultural, nonsexist concepts visibly integrated into the philosophies, the goals, the objectives, the content and the evaluation components of the instructional resource guides and course outlines in all curriculum areas? Yes____ No____

2. Are career education concepts visibly integrated into the philosophies, goals, objectives, content and evaluation components of the curriculum resource guides and course outlines in all curriculum areas? Yes____ No____

3. Is there career education content which causes students to explore their personal and group identities? Yes____ No____

   a. Does this exploration include racial, ethnic, gender and disability identities? Yes____ No____

4. Is there career education content which causes students to explore their personal and cultural values in relationship to careers and the world of work? Yes____ No____

5. Is there career education content which causes students to explore the ways in which sexism in language may convey stereotypes about specific careers and career clusters? Yes____ No____

6. Are students exposed to sex-fair titles for all career clusters, careers and jobs? Yes____ No____

7. Does curriculum content make students aware of the valuable and unique contributions of diverse racial/ cultural groups, both men and women and the disabled within each career cluster they explore? Yes____ No____

8. Does career education curriculum content avoid implying that certain career clusters, careers or jobs are more appropriate for one sex or a particular racial group or the handicapped? Yes____ No____

9. Does career education curriculum content convey the advantages of having both men and women, diverse racial/cultural groups and the handicapped involved in all career clusters, careers and jobs? Yes____ No____

10. Does career education curriculum content cause students to understand the importance of meaningful work for which one is fairly and reasonably compensated in the lives of all persons regardless of their sex, race, culture or disability? Yes____ No____

11. Is there content in the career education curriculum which causes students to explore the historical impact of sexism, racism and handicappism on the world of work and on workers themselves? Yes____ No____

12. Is there content which causes students to examine stereotypes about specific career clusters, careers and jobs and explore how such stereotypes have unjustly narrowed the horizons of many Americans over the years? Yes____ No____

13. Is there content in career education curriculum on basic intergroup relations theory which will prepare students to successfully work with the members of the other sex, diverse racial/cultural groups and the disabled in all environments? Yes____ No____

14. Is there content in career education curriculum on civil rights laws and their impact on the world of work? Yes____ No____

15. Is there content in career education curriculum which exposes students to both short- and long-range decision-making strategies which are not impacted by sex, race, national origin or disability? Yes____ No____

C. Instructional Materials

1. Are the following instructional materials representative of the cultural/racial diversity in the United States as well as the roles open to women and men in today's society? Are disabled persons represented?

   a. Career components of textbooks Yes____ No____

   b. Supplementary career education materials Yes____ No____

   c. Career education audiovisual resources Yes____ No____

   d. Posters on careers used in schools Yes____ No____

   e. Posters and brochures in the counseling office Yes____ No____

   f. Bulletin boards in offices and classrooms Yes____ No____

2. Are men and women, diverse racial/cultural groups and the disabled shown in both active and passive roles in career education materials? Yes____ No____

3. Do career education materials tend to reinforce stereotypes about cultural/racial groups, women and men and the disabled? Yes____ No____

4. Are the perspectives of both men and women, diverse racial/cultural groups and the disabled included in career education materials? Yes____ No____

5. Are members of diverse racial/cultural groups, both men and women, and the disabled shown in a broad range of professional activities within each major career cluster? Yes____ No____

6. Are all the content areas mentioned in Section B included in career education materials? Yes____ No____

7. Has the school board adopted a definitive textbook adoption policy which includes multicultural, nonsexist criteria? Yes____ No____

8. Are career education instructional materials free of ethnocentric or sexist language patterns which may make implications about persons and groups based on their culture, race, sex or disability? Yes____ No____

9. Do career education materials use occupational titles which are gender neutral? Example: mail carrier rather than mailman. Yes____ No____

10. Do career education materials deal openly and accurately with the impact of sexism, racism and handicappism within the various career clusters? Yes____ No____

11. Do career education materials include information on current civil rights laws which protect the rights of employment applicants and employees in the work force? Yes____ No____

12. Do career education materials show both men and women, diverse racial/cultural groups and the handicapped in positions of leadership in each career cluster? Yes____ No____

13. Do career education materials emphasize the home and family responsibilities of both females and males and avoid linking these responsibilities to the female sex only? Yes____ No____

D. Teaching Strategies

1. Do instructors include career education and multicultural, nonsexist education components in each course or subject they teach? Yes____ No____

2. Are career education and multicultural, nonsexist education concepts included in all lesson plans? Yes____ No____

3. Are bulletin boards and staff-made displays in the classroom and counselor's office representative of the cultural/racial diversity in the United States and the roles open to both men and women in today's society? Yes____ No____

4. Are students alerted to stereotyping when it occurs in career education materials? Yes____ No____

5. If current career education materials do stereotype persons on the basis of race, national origin, sex or disability, are supplementary materials used to offset the stereotyping? Yes____ No____

6. Do personnel who teach career education units or provide career counseling avoid using oral or written language patterns which may be sexist or ethnocentric? Yes____ No____

7. Are classroom management strategies and student role assignments used which reinforce multicultural, nonsexist behavior? Yes____ No____

8. Are career days provided for students? Yes____ No____

   a. Are non-traditional role models included in these career days? Yes____ No____

9. Are businesses and industries involved in cooperative and on-the-job training programs notified of the school's non-discrimination policy? Yes____ No____

   a. Is a non-discrimination clause included in the work agreement form? Yes____ No____

10. In courses which are sex-typed, racially identifiable or where special education students are not enrolled:
    a. have course content and practices been reviewed to ensure that they are not contributing to this segregation? Yes____ No____

    b. have counseling practices related to these courses been reviewed to ensure that they do not contribute to this segregation? Yes____ No____

    c. have affirmative efforts been made to target program information at students who have not been traditionally involved? Yes____ No____

Bibliography of Resource Materials

The following materials are valuable resources for educators who are striving to implement multicultural, nonsexist approaches to career education. This is meant to be a selective list rather than a comprehensive one. It should provide a nucleus for a resource center that will grow in the future.

1. Banks Beane, DeAnna. *Mathematics and Science: Critical Filters for the Future of Minority Students.* Mid-Atlantic Center for Race Equity, American University, 5010 Wisconsin Ave. N.W., Suite 308, Washington, D.C. 20016.(202/885-8536). 1985. Price: $2.00.
   This resource manual has several purposes: to review the role of the principal in effecting change, to provide elementary principals and teachers with data and background information about factors underlying the underrepresentation of Blacks, Hispanics and American Indians in advanced science and mathematics courses; to describe significant components of successful programs addressing this underrepresentation; and to present resources which support prevention and intervention strategies at the local school level.
2. *Barnstable Instructional Career Education Program.* Barnstable High School. Career Education Resource Center, 744 West Main Street, Hyannis, Massachusetts 02601. (617/771-1721). 1977. Price: elementary set $95.00 $20.00 for each curriculum area; middle school set $140.00 - $20.00 for each curriculum area.
   This resource includes a total curriculum package for infusing career education awareness into the total elementary and middle school curriculum. It also includes career education resources for high school counselors, a career education strategies manual, a guide to community involvement in career education, a career education inservice training kit and an elementary career education aptitude test.
3. Berryhill, Harold and Kalianov, Leslie. *The Iowa Career Education Handbook: Preparing Students for the 21st Century.* Career Education Division, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146. (515/281-4700). 1986. Price: $10.00.
   This resource is a practical planning and implementation guide for K-12 career education. It includes an expansion of the Iowa career education model, including a program assessment instrument. It is sensitive to multicultural, nonsexist education concerns.
4. Christensen Liggett, Twila. *The Whole Person Book (I) Toward Self-Discovery and Life Options.* EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton, Massachussetts 02160. (800/225-3088). Price: $8.00.
   This resource is for middle school students who need guidance in examining their personal values, talents and interests. Students practice matching their skills and personalities with job requirements, and through discussion and questions, probe the personal and social reasons for their career choices. It is an excellent complement to social studies, home economics, psychology and vocational education.
5. Crandall, JoAnn. *Directions in Vocational Education for Limited English Proficient Students and Adults.* Available from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.(614/486-3655). 1985. Price: $125.00 (video cassette).
   This 60-minute video cassette updates language skills, job skills and supportive services needed by the limited English proficient population. It discusses current issues, trends and research findings in providing vocational/career education to this group.

6. Cummings, Marlene. *Individual Differences: A Program for Elementary School Age Children.* Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, N.Y. 10017. (212/490-2525). Price: $12.50.
   This resource includes a series of instructional units for elementary age children exploring uniqueness concepts and experiences such as love, self-identity, being, becoming, joy, despair and prejudice. It is an excellent guide for teachers who want to provide some human relation guidance to their students.
7. Edmondson, Judy, Bingham, Mindy, Fajen, Sue, Jackman, Michele and Stryker, Sandy. *Choices and Challenges: A Course in Personal Planning and Self-Awareness for Teen-Aged Women and Men.* Girls Club of Santa Barbara, Advocacy Press, P.O. Box 236, Santa Barbara, California 93102. (805/962-2728). 1983. Price: Choices (women) $12.95, Challenges (men) $12.95, instructor's guide $9.95, student workbook $3.95.
   This course and the activities in it are designed for young women and men between the ages of 14 and 20. It causes students to think about their values and the decisions they will have to make. There are some sexist connotations in having two books, one for girls and another for boys. Despite this, the materials are good enough to merit our recommendation. Any stereotyping in the materials should be discussed with the students.
8. *Education in the Sciences: Equity and Excellence Compatible Goals.* American Association for the Advancement of Science. Attn: Shirley Marcolm, AAAS, 1333 H. Street N.W., Washington, D.C. 20005.
   This resource documents the current involvement of minority and female students in science education. It also discusses the importance of academic choices related to science on later career opportunities.
9. Fair, Martha Harris. *Tools for Survival: A Guide for Business Opportunities and Career Skills.* Harris Academy, 2402 Newberry Court, Denver, Colorado 80222. (303/692-0478). 1985. Price: $9.95.
   This resource will help women and minorities make some new career choices, recognize and deal with stress, obtain a job and make career changes for better work experiences.
10. Fisher, Patricia. *Stepping Up and Moving On: A Career Education Program for the Urban, Noncollege-Bound Student.* EDC/WEEA Publishing Center, (see #4). Price $4.75.
    This career education program addresses urban minority students with an emphasis on women. Creative and varied activities such as career collages, vocational interest assessments, resume analyses, and career game exercises encourage these young adults to assess develop and build employment skills, and to expand career options.
11. Gabelko, Nina Hersch and Micaels, John U. *Reducing Adolescent Prejudice: A Handbook.* Anti-Defamation League of B'nai B'rith, (See #6). Price: $14.95; supplemental duplicating masters for handouts, $17.95.
    This resource is a practical approach to prejudice reduction in secondary schools. It includes lesson plans and units ready to be integrated into existing courses in history, social studies, economics, etc.
12. Gilberts, Mary. *Choices/Changes: An Investigation of Alternative Occupational Role Models.* EDC/WEEA Publishing Center, (see #4). Price: $7.50
    This resource is for high school students and is written primarily by high school students. It consists of interviews with numerous people pursuing non-traditional careers. If you have male students who couldn't imagine going to a female physician or becoming a secretary, or female students who wouldn't think of driving a truck or doing electrical repairs, introduce them to Choices/Changes.
13. *Guide to Nonsexist Teaching Activities (K-12).* Northwest Regional Education Laboratory Center for Sex Equity. Available through Oryx Press, 2214 North Central at Encanto, Phoenix,

Arizona 85004. (602/254-6156). 1983. Price: $24.95.

This guide is an excellent resource for any school library professional collection. It includes a descriptive list of nonsexist teaching activity resources for all areas of the school curriculum, including career education.

14. Guilfoy, Vivian, *Connections: Women and Work and Skills for Good Jobs*. EDC/WEEA Publishing Center, (see #4). Price: Complete set $22.00, leader's guide $10.00, gamebook $6.50, "Women at Work" filmstrip $5.50.

This resource is designed for middle school students and their parents. It contains exciting lessons, exercises and hands-on experiences designed to shake boys and girls out of stereotyped, narrow notions of careers.

15. Hunderberg, Catherine, Kramer, Sylvia and Shapiro, June. *Equal Their Chances: Children's Activities for Nonsexist Learning*. Prentice-Hall Inc., Englewood Cliffs, N.J. 07632. (201/592-2423). 1981. Price $6.95.

This resource is meant to help educators and parents eliminate sexism from the school environment and it focuses on what individuals can do to make sex equity a part of school life. The emphasis is on ideas and projects teachers can quickly put into practice. There are activities for both elementary and secondary students. There is a chapter on each major curriculum area including one on career education.

16. *Ideas For Equitable Computer Learning*. Center for Educational Equity. American Institutes for Research, Box 113, Palo Alto, California 94302. (415/493-3550). 1985. Price: $9.00.

This resource includes valuable strategies for encouraging equitable access to computers and computer education. It is based on surveys of over 1,000 students. It is targeted at both elementary and secondary school environments.

17. Levin, Marilyn. *It's Her Future*. EDC/WEEA Publishing Center, (see #4). Price: 16mm film - purchase $118.00, rental $8.00; videotape - purchase $32.00, rental $5.00; booklet $.75.

This award-winning film spurs young women to explore the range of training opportunities and benefits available in non-traditional careers.

18. Massialas, Byron G. *Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School*. EDC/WEEA Publishing Center, (see #4). Price: Complete set $74.50
    a. Implementation Handbook $2.25
    b. Decisions and You - Teacher's Guide $7.00
    c. Decisions and You - Student's Guide $5.00
    d. Decisions About Roles - Teacher's Guide $8.75
    e. Decisions About Physical Activity - Teacher's Guide $6.25
    f. Decisions About Mathematics - Teacher's Guide $6.25
    g. Decisions About Mathematics - Student's Guide $5.00
    h. Decisions About Science - Teacher's Guide $7.25
    i. Decisions About Science - Student's Guide $5.25
    j. Decisions About Language - Teacher's Guides $6.25

    This resource package is designed for middle school students and teachers. It explores occupational aspirations, expectations and decision-making. It has components designed to be infused into several areas of the curriculum.

19. Mathews, Martha and McCune, Shirley. *Try It, You'll Like It: A Student's Introduction to Nonsexist Vocational Education*. Limited number of copies available free of charge from the Educational Equity Section, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146. (515/281-5502).

    The resource is a collection of thoughts, information and questions designed to help students think about new alternatives in

nonsexist career and vocational education. It is designed to help students explore their interests and career options in a nonsexist way.

20. McKinney, Lorella A. *Extending Horizons: A Resource Guide Assisting Handicapped Youth in Their Transition from Vocational Education to Employment*. National Center for Research in Vocational Education, (see #5). 1985. Price: $30.00.
    This resource provides guidelines for a school/community team approach to helping handicapped students make the transition from school to work.
21. Miller, Juliet V. *The Family Career Connection: A New Framework for Career Development*. National Center for Research in Vocational Education. National Center Publications, Box R31, 1960 Kenny Road, Columbus, Ohio 43210-1090. (800/848-4815). 1984. Price: $5.50.
    This resource charts trends in emerging career roles of women, child care and household roles of men, and the effects of parent employment on children. It provides examples and recommendations for career education program development.
22. Minugh, Carol and Tiger, Miller. *Extending the Benefits of Vocational Education to Indian Populations: An Integrated Planning Package*. National Center for Research in Vocational Education, (see #5). 1980. Price: $15.00.
    This resource contains suggested activities, strategies, surveys and exemplary programs developed to assist in extending the benefits of vocational/career education to Indian populations through state vocational agencies.
23. Otto, Luther B. *How to Help Your Child Choose a Career*. Department of Sociology and Anthropology, North Carolina State University, P.O. Box 8107, Raleigh, North Carolina 27695-8107.
    This resource is an excellent aid to parents and teachers who are assisting their children on the path to career selection. It includes information on the impact of societal changes on employment, future employment opportunities, career preparation options, career planning, career exploration resources, financial aid and career planning resources.
24. Patterson, Lewis E. *Focus on the Future*. EDC/WEEA Publishing Center, (see #4). Price: $3.25
    This resource was designed for middle and secondary school career education and guidance programs and for teacher training programs. It is a picture stimulus set which pictures adults in work and home situations and causes student to explore student attitudes toward work and family relationships.
25. *Perspectives on Equity*. National Center for Research in Vocational Education, (see #5). 1982. Price $30.00 set.
    This resource includes 17 papers that address equity issues through a multi-disciplinary approach encompassing three perspectives: academic, vocational education and special interest group advocacy. Available individually ($2.35) or by set are:
    - Equity from a Vocational Administrator's Perspective
    - Equity from an Economic Perspective
    - Equity from a Public Administration Perspective
    - Equity from a Bilingual Education Perspective
    - Equity from a Vocational Education Perspective
    - Equity from a Sex Fairness Perspective
    - Equity from a State Administrator's Perspective
    - Equity from a Special Education Perspective
    - Equity from a Business, Industry and Labor Perspective
    - Equity from a Racial/Ethnic Perspective
    - Equity from a Legal Perspective
    - Equity from a Sociologist's Perspective
    - Equity from a Anthropological Perspective

- Equity for the Disadvantaged from a School Board Member's Perspective
- Equity from an Aging Specialist Perspective
- Equity from a Large City Perspective
- Equity from a Vocational Teacher's Perspective

26. Pfiffner, Karen J. *Choosing Occupations and Life Roles.* EDC/WEEA Publishing Center, (see #4). Price: Complete set of four books $33.50; Book 1 - *Examining Sex Bias: Teacher/Counselor Handbook* $22.75; Book 2 *Looking at Jobs: Teacher/Counselor Handbook* $19.50; Book 3 - *Sex Bias and Work* and teacher's handbook $22.25.
This resource is designed to combat stereotyped thinking about jobs and careers. Its four volumes are valuable aids for teachers and counselors alike.
27. Picou, Steven. *Vocational Education for Migrant Youth: A Future Agenda.* National Center for Research in Vocational Education, (see #5). 1982. Price: $3.75.
This resource addresses crucial issues that must be resolved before migrant youth can effectively enter the broader labor market. Factors affecting the vocational/career development of migrant youth and the impact of the migrant lifestyle on school achievement are outlined.
28. *Programs to Combat Stereotyping in Career Choice.* American Institutes for Research, P.O. Box 1113 Palo Alto, California 94302. (415/493-3550). 1980. Available only through ERIC #187 886.
This resource describes education programs across the country that have been established to combat stereotyping in career education. It covers programs dealing with race, sex and disability stereotyping from K-12.
29. Reubens, Peggy. *Vocational Education for Immigrant and Minority Youth.* National Center for Research in Vocational Education, (see #5). 1983. Price: $4.25.
This resource examines the unique problems that immigrant and minority youth have in the mainstream American work world. It makes recommendations and offers information about helping them make the transition from school to work.
30. Shuman, David. *The Prejudice Book: Activities for the Classroom.* Anti-Defamation League of B'nai B'rith, (see #6). Price: $12.50.
This resource consists of 37 classroom activities designed to help children in the upper elementary grades develop the ability and competence to challenge the many forms of prejudice and discrimination that exist, and to create a commitment to a pluralistic society in which all people can flourish.
31. *Unlocking Nontraditional Careers.* National Center for Research in Vocational Education, (see #5). 1982. Price: $44.00 set.
This resource contains a set of four sex equity training packages that offer a variety of approaches to improving career options. Each training package can be used separately or in combination with the others. Each package includes a teaching outline, handout and transparency originals and a two-page teacher's guide. The four components are: Communication Skills $14.00; Enhancing Placement $20.00; Parent Awareness $ 5.10; and Recruitment Skills $ 5.50.
32. *U.S.: A Cultural Mosaic: A Multicultural Program for the Elementary Grades.* Developed by the San Diego School District. Available from the Anti-Defamation League of B'nai B'rith, (see #6). Price: $12.50
This multigrade, multicultural, multidiscipline program is designed to help elementary students gain insight into themselves and others through the use of language arts, music, art and audio-visual activities.
33. Vetter Louise and Burkhardt, Carolyn. *Sex Equity Strategies, 2nd Ed.* National Center for Research in Vocational Education, (see #16). 1980. Price: $11.00.
This resource is designed to provide strategies and techniques for increasing sex fairness in vocational/career education programs.

34. *Without Bias: A Guidebook for Nondiscriminatory Communication.* International Association of Business Communicators, 870 Market Street, Suite 928, San Francisco, California 94102. (415/433-3400). 1977. Price: $4.00.
This guide is a valuable resource for anyone who communicates verbally or in writing, whether at work or at home. It provides guides for eliminating bias on the basis of race, national origin, sex or disability from communications.

35. *Women in Non-Traditional Careers (WINC) Curriculum Guide.* Women's Bureau, U.S. Department of Labor, Room 235, 911 Walnut, Kansas City, Missouri 64106. (816/374-6108). 1984. Limited number available to schools free of charge from the Women's Bureau.
This resource is designed to assist school personnel in guiding young people to broaden their career horizons, to make long-range career plans, to understand the school-to-work connection and through this knowledge to ensure a better future for themselves. It consists of a comprehensive curriculum with handouts and resource lists included.

36. *Women on Words and Images. Guidelines for Sex-Fair Vocational Education Materials.* National Center for Research in Vocational Education, (see #5). 1978. Price $4.95.
This set of three booklets offers a variety of suggestions for eliminating sex bias in instructional materials. The set includes: "Guidelines for Sex-Fair Vocational Education Materials," "Guidelines for the Creative Use of Biased Materials in a Non-Biased Way," and "A Checklist for Evaluating Materials." These booklets are designed to raise awareness and to offer strategies for evaluating, adopting, adapting and developing non-biased materials for classroom use.

37. Woolridge, Schadell. *Career Education Resource Kit: An Annotated Bibliography of Nonsexist Resources.* EDC/WEEA Publishing Center, (see #4). 1985. Price: $16.00.
This resource is designed to help counselors in rural areas develop a nonsexist career counseling program. It gives suggestions on finding resources, establishing a resource center and incorporating career education into classroom teaching.

Resource Organizations

The agencies and offices listed below are just a few of those which may provide assistance, ideas, information or resources to school districts that are striving to implement a multicultural, nonsexist approach to the career education program.

The Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, N.Y. 10017. (212/490-2525).
This office produces excellent educational materials on intergroup relations, race relations, the impact of prejudice, etc. A catalog of materials is available on request.

Bilingual Education Consultant of the Iowa Department of Education. Alternative Programs Section, Curriculum Division, Grimes State Office Building, Des Moines, Iowa 50319-0146. (515/281-3264).
The bilingual education consultant provides technical assistance to school districts and teachers working with limited English speaking children.

Career Information System of Iowa. Career Awareness and Exploration Section, Career Education Division, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146. (515/281-4702).
The Career Information System of Iowa is a comprehensive, computerized source of up-to-date, accurate information about the occupational and educational climate. The system is designed to take valuable career information off the shelves and place it in the hands of people who need it. It matches people with compatible careers and careers with people.

The Educational Equity Section of the Iowa Department of Education. Grimes State Office Building, Des Moines, Iowa 50319-0146. (515/281-5502).
The Educational Equity Section is funded to provide assistance to Iowa educational agencies in the areas of sex and race desegregation, multicultural, nonsexist curriculum and human relations training.

Human Relations Staff in Education Departments of Iowa's Colleges and Universities.
Each college and university in Iowa that prepares teachers for the classroom is required to have human relations programs. These programs deal with educational issues related to sexism, racism, ethnocentrism and handicappism. They may be able to assist instructors in implementing multicultural, sex-fair education programs.

Iowa Area Education Agencies. Multicultural, Nonsexist Education Coordinators.
The area education agencies provide assistance to school districts as they work toward educational equity goals. Each agency has a consultant who has responsibility for multicultural, nonsexist education. You are encouraged to contact your local area education agency coordinator for assistance.

The Iowa Refugee Service Center. 4626 S.W. 9th Street, Des Moines, Iowa. (515/281-4334).
The Refugee Service Center assists Indo-Chinese refugees in making successful transitions to life in Iowa. The center provides support services including interpreters and workshops on Indo-Chinese cultures represented by refugees. These services may prove valuable to educators working with refugee students.

The Mid-Continent Regional Education Laboratory (McREL) Sex Equity Center. 4709 Belleview Avenue, Kansas City, Missouri 64112. (816/756-2401).
The Sex Equity Center provides technical assistance to school districts in Iowa, Kansas, Nebraska and Missouri on issues related to sex equity in schools.

The Midwest National Origin Desegregation Assistance Center. School of Education, University of Wisconsin-Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, Wisconsin 53201. (414/963-5663).
This center is one of nine "Lau" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights

Act of 1964. The center assists school districts in providing special services to ensure that a student whose dominant language is not English is not limited in participating in educational activities by a lack of English proficiency. The center serves 10 midwest states including Iowa.

The Midwest Race Desegregation Assistance Center. Kansas State University, Manhattan, Kansas 66506. (913/532-6408).
The Midwest Center is a federal agency that provides assistance to school districts in Iowa, Nebraska, Kansas and Missouri in the areas of school integration, race equity, multicultural curriculum, and intercultural relations.

The National Center for Research in Vocational Education. Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (800/848-4815).
The center has done research and developed materials in equity-related areas including career education. A catalog of publications is available on request.

Racism and Sexism Resource Center for Educators. Council on Interracial Books For Children, CIBC Resource Center, Room 300, 1841 Broadway, New York, N.Y. 10023. (212/757-5339).
The resource center publishes and distributes teaching and administrative materials to combat sex role, handicap and cultural stereotyping in education. A catalog of resource materials is available on request.

The Women's Educational Equity Act Publishing Center. c/o Educational Development Center, 55 Chapel Street, Newton, Massachusetts 02160. (800/255-3088).
The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for developing inservice training programs, curriculum evaluation instruments, sex-fair curriculum materials and women's studies units. The center is responsible for disseminating the educational products of the WEEA program. A catalog is available on request.